



KRISHNA AVANTI

Excellence · Virtue · Devotion

Special Educational Needs and Learning Differences and Disabilities Policy

2016-2017

	Name	Reviewed Date	Date to be reviewed
Principal	Mrs Bindu Rai	September 2016	September 2017
Chair of Governors	Mr Yuvraj Rana	September 2016	September 2017

Special Educational Needs and Learning Differences and Disabilities Policy

1. Context

Krishna Avanti Primary Harrow is a child-centred, fully inclusive school providing for pupils with a wide range of educational and personal needs. We support our learners in vulnerable circumstances with a clear recognition that all pupils have a right to a stimulating and engaging curriculum and teaching that fully meets their specific needs. .

Our ethos and culture encourages pupil pupils' independence at all levels and all school policies and procedures support this approach. We identify individual needs early on and adopt a more personalised approach towards teaching, learning and personal well-being of our pupils. Individual pupils' progress is carefully tracked to ensure that they learn as well as others.

This SEN/LDD policy details how the school will ensure that the necessary provision is made for any pupil who has special educational needs and that those needs will be made known to all who are likely to teach them. The school will take action to ensure that staff are able to identify and provide for learners who have special educational needs. We will ensure access to a full range of school activities, so far as is reasonably practical and compatible with the efficient education and safety of the pupils.

The school will have regard to the Special Educational Needs Code of Practice when carrying out its duties toward pupils with special educational needs and will ensure that parents are notified if SEN/LDD provision is considered necessary for their child. The school recognises that active partnership with parents is vital in enabling children and young people with SEN/LDD to achieve their potential. We recognise that parents have a far greater understanding of their child's needs and the most appropriate strategies for supporting them. Therefore, the school will work in close partnership with parents/carers to achieve the best outcomes for all pupils.

The school also recognises that children and young people with special educational needs often have a unique knowledge of their own needs and are encouraged to participate in all the decision-making processes, contributing as fully as possible to the assessment of their needs, including the review of any transition processes.

2. The aims of the SEN/LDD Policy

In implementing this policy we aim to:

- raise achievement by ensuring that pupils with SEN/LDD enjoy their education and achieve their full potential;
- ensure timely identification of pupils' special needs in order that appropriate provision is made without delay to secure the most effective support for their learning
- guarantee full inclusion for SEN/LDD pupils by ensuring they have access to a broad, balanced and differentiated curriculum, in order to ensure that they fulfil their potential and enhance their self-esteem and self-worth;
- enable pupils with SEN/LDD to access extra-curricular activities in order for them to gain a growing sense of their place within the wider school community;
- offer appropriate forms of support by the most effective use of staffing and resources;
- ensure that, in accordance with the Disability Discrimination Act (2001), all pupils, regardless of disability, have the right to equal educational opportunities;

- ensure that pupils with SEN/LDD feel safe, valued and respected in the School.

3. Objectives

We support the aims of the policy by working within the guidance provided in the SEN Code 2015, and by:

- identifying and assessing pupils with SEN/LDD through liaison with other schools and regular internal assessment;
- involving pupils, parents and staff in the identification, assessment and delivery of Special Educational Needs (SEN/LDD) and promoting liaison between all agencies concerned;
- supporting staff to meet the needs of pupils with SEN/LDD by senior team working alongside them and providing on-going professional development opportunities;
- devising a structure for setting, implementing, monitoring and reviewing programmes of personalised learning and support for pupils;
- establishing pupils' needs early on by working with parents of children on entry to our school through home visits, and gathering information about their learning needs from previous settings and support agencies that may have been involved in providing for the child;
- closely tracking and monitoring progress of all the pupils in school at regular intervals to avoid pupils falling behind;
- the inclusion lead teacher ensuring that our pupils and their Special Educational Needs/Educational Health Care Plans are known to other schools to which they may transfer;
- Ensuring that safety is addressed when allocating resources, particularly in the science, design and technology, food technology and textiles areas, art and PE;
- encouraging pupils to care for themselves and others and to take into account the demands of changing environments;

4. Definition of Special Educational Needs

Pupils have special educational needs if they have a **learning difficulty** that calls for **special educational provision** to be made for them.

Pupils have a **learning difficulty** if they:

- have a significantly greater difficulty in learning than the majority of children of the same age;
- have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

We will place pupils on the SEN/LDD register – under the care and guidance of class teachers, if they satisfy the schools criteria. Additional intervention may be in the form of specialist mentoring; additional teaching time; or other forms of intervention that will allow pupils to improve their knowledge, skills and understanding that could not be achieved through normal teaching time.

Pupils will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. (Special Educational Needs Code of Practice 2015).

Most children with special educational needs are likely to require specific support in one or more of the following areas of learning:

- Communication and interaction
- Cognition and 'academic' learning
- Social, mental and emotional health
- Sensory and/or physical

Referrals for special needs support can come from a staff member, parent/carer or the child themselves. All referrals are followed up by the Lead teacher of Inclusion and outcomes shared with the relevant parties.

5. Working with children on the SEND Register

All children on the SEND Register and those with a Statement or an Educational Health Care Plan have their needs reviewed formally each term. We do this through regular dialogue with pupils, parents and teachers to discuss concerns, to make assessments and to put plans in place. Parents and pupils are encouraged to be fully involved in the school's arrangements for provision. Together, targets are set and these are reviewed regularly to ensure a gradual approach to progress and achievement.

When working with young adults in further education, we work with Harrow Schools' Collegiate to enable pupils to access courses that particularly suit our learners' needs ensuring that they have full access a broad and balanced curriculum.

6. Supporting pupils at school with medical conditions

The school recognises that pupils with medical conditions should be properly supported in order to have full access to education, including school trips and physical education. We also recognise that some children with medical conditions may also have a disability and where this is the case, the school will comply with its duties under the Equality Act 2010. For children that have medical needs, we ask parents/carers to contact us at the earliest opportunity so that we are fully informed of the condition, our role in supporting the child and the staff training needs may be implied in order for us to meet these needs. A through risk assessment and if necessary, a written health care plan will be prepared for each child in tandem with other professionals.

7. Leadership and Management

The roles and responsibilities of school personnel with regard to special educational needs are given below. They are in accordance with Code of Practice guidelines and School job descriptions.

8. Roles & Responsibilities

Leadership Team

- The Principal and Business/Finance Manager oversee the allocation of funding provision for SEN/LDD staff and Teaching Assistants through the school's budget;
- The Principal sets targets for the responsible staff in accordance with the school's Performance Management policy;

- Monitor and continuously aim to improve the quality of provision for learners;
- Update, inform and engage fully with the link SEND Governor on strategic and funding matters related to SEN/LDD.

Inclusion Lead Teacher

The Inclusion Lead Teacher undertakes the roles and responsibilities of a special educational needs co-ordinator. S/he works with the senior leadership team to:

- Collate and keep under review the school's SEND register and provision map
- Make sure that the staffing arrangements for SEN/LDD are informed by the needs of pupils with SEND
- Disseminate up to date information about pupils' needs and provision made for them to all staff and parents of the children
- Assess and co-ordinate provision for children with SEN/LDD, especially through the statements of Special Educational Need/Educational Health and Care Plans
- To advise and support teachers in preparing personalised learning plans for pupils with SEND and contribute to their professional development through INSET
- To monitor performance data relating to pupils with SEND and evaluate the effectiveness of the support provision made for them
- To liaise with other schools, the parents of children with SEND, and external agencies to co-ordinate multi-disciplinary team meetings and support systems;
- To coordinate and manage systems of support;
- Lead on the Link Governor visits to the school and help governors to develop a deep understanding of the quality and effectiveness of the school's provision and outcomes for pupils with SEND.

Teachers:

The teachers and teaching assistants work in partnership to ensure that timely identification, followed by appropriate provision, for pupils with SEND leads to individuals in this group to make progress that is on the same level or better than all other pupils. They will achieve this by:

- differentiating learning and identifying appropriate methods of access to the curriculum for pupils with SEND;
- personalising work and providing feedback to pupils on their learning on a daily basis;
- maintaining, in line with school policy, thorough records of interventions, their impact, on progress of in the specific learning, behaviour, emotional or physical areas of needs;
- implement classroom support plans for Pupils with SEN/LDD and keep these under review;
- plan and integrate additional support in lessons from specialist teachers and the teaching assistants.
- ensure full integration of pupils with SEND in the overall curricular provision made for the class so that curriculum remains broad and balanced for them to receive high quality teaching and reach their full potential.

Teaching Assistants:

Teaching Assistants play an extremely important role in ensuring a personalised approach to meet the pupils' individual needs. They do this by:

- undertaking duties as defined by their job description and the lead Inclusion Tanager in a flexible manner according to the changing needs of the individual pupils in the class and more broadly across the school
- working as an effective member of the class teaching team to contribute fully to the care and learning needs of pupils with SEND
- developing positive relationships with the parents of children to foster strong home-school partnerships in meeting the children's special needs.

Governors:

The governing body is responsible for ensuring that the school makes effective provision for pupils with SEND and fulfils its statutory duties and responsibilities in this respect by:

- assigning a link-governor for SEN/LDD and by becoming fully aware of their statutory duties and responsibilities regarding the co-ordination and provision of SEN/LDD;
- holding the school to account by evaluating school's policies, self-reviews, and progress reports on the effectiveness of the School's work with pupils who have SEND
- To ensure that Governors monitor the effectiveness of the School's /LDD provision and that the link governor makes an effective contribution to this process and its outcomes.
- To review this Policy on an annual basis, or in response to a review of national policy or guidance.

9. Storing and managing information and data

The school complies with the legal obligations laid out under the Data Protection Act (DPC) to store, communicate or provide access to personal information secure, including secure storage, archival and disposal.

10. Dealing with complaints

We aim to work closely with our parents and like to know about any concerns, however small or big, as soon these arise. In our experience most issues can be dealt with through discussion. Should the parents feel the need to pursue the matter further they will be asked to communicate their concern in writing for the attention of the Deputy Principal in the first instance. We aim to acknowledge any complaints within 48 hours and will always seek to achieve earliest resolution in the best interest of our pupils. The school's complaints procedure is published on our website.